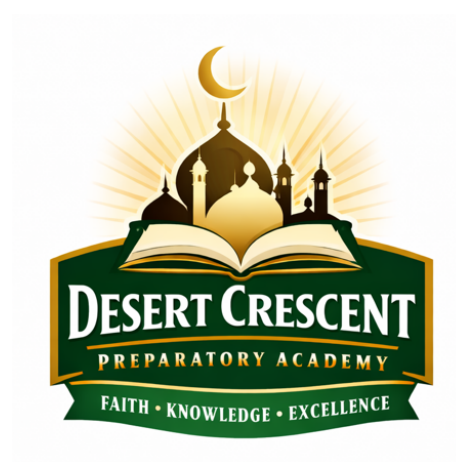


Desert Crescent Preparatory Academy

Student & Family Handbook

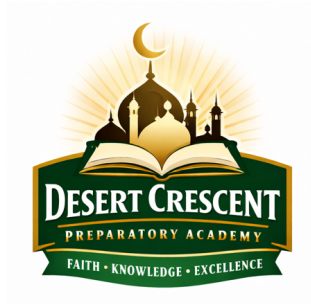
School Year: 2026–2027



Be Safe - Be Responsible - Be Respectful

10510 W. Van Burren St

Avondale, AZ 85323



PARENT AND STUDENT HANDBOOK

School Year 2026-2027

The purpose of this handbook is to inform the students, parents, guardians, teachers, staff, and principals of this school about the shared responsibility in creating and sustaining an environment that enhances student achievement.

Please read these guidelines and expectations to thoroughly understand the details. Adhering to the guidelines, we can work together to ensure this school becomes a safe and supportive environment for the students, parents, teachers, and staff.

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Welcome Message

Welcome to Desert Crescent Preparatory Academy (DCPA). We are honored that your family has chosen to partner with us in nurturing your child's academic growth, character development, and Islamic identity.

DCPA provides a balanced educational experience that integrates academic excellence, the Sacred Sciences, and strong moral development. Through collaboration between school and home, we aim to cultivate knowledgeable, confident, and compassionate learners prepared to contribute positively to society.

This handbook outlines expectations, procedures, and policies that support a safe, respectful, and faith-centered learning environment.

Mission, Vision & Educational Philosophy

Mission

To provide a high-quality K–12 education rooted in Islamic values that develops strong faith, academic competence, and exemplary character.

Vision

DCPA graduates will embody Islamic character, demonstrate academic readiness, and contribute positively within their communities.

Educational Philosophy

Our program integrates:

- Academic excellence
- Sacred Sciences instruction
- Character development and tarbiyah
- Student independence and responsibility
- Strong family partnership

Islamic Core Values

- Respect (Adab)
- Responsibility (Amanah)
- Integrity (Sidq)
- Compassion (Rahmah)
- Perseverance (Sabr)
- Excellence (Ihsan)

These values guide daily interactions and expectations.

Letter from the Board & Administration

Dear DCPA Families,

It is my great pleasure to welcome you to the 2026–2027 school year at DCPA! I am honored to serve as the board chairman and excited to continue our shared journey in education.

With over 22 years in education as both a classroom teacher and administrator, I bring a deep commitment to student growth and achievement. I have 13 years of experience teaching K-12 students in public, private and charter sectors as well as 9 years as a private and charter school principal. I hold a Bachelor's degree in Elementary Education, a Master's in Teacher Leadership, and a Ph.D. in Curriculum and Instruction and am working on my second doctorate in social emotional learning..

Through every step of my journey, I have held firmly to one belief: **every student can succeed**. At DCPA, our goal is to create a learning environment that nurtures this belief by fostering **positive, structured classrooms with high academic expectations**, while also supporting the **social and emotional needs** of every student.

Our first day of school is **Monday, August 3, 2026**. School begins promptly at **8:00 a.m.** and ends at **3:30 p.m., Monday through Thursday**, and **there is NO school on Fridays**. Please help us start strong by ensuring your child is present from the very first day—**attendance is especially important** at the beginning of the school year when we introduce school expectations, routines, and build community.

To encourage excellent attendance, we'll be hosting **special raffles and prizes** during the first few weeks of school. We're excited to celebrate students who show up ready to learn!

I look forward to working with each of you to make this school year a successful and rewarding one for your child. Please don't hesitate to reach out—I welcome your questions, feedback, and partnership.

With great anticipation,

Dr. Christine McGee

Principal

Desert Crescent Preparatory Academy

dcpa.admin@gmail.com

School Structure & Learning Model

Grade Model

Grade Band	Instructional Model
K–5	Full In-Person Program
6–12	Hybrid Learning Model

K–5 Program

Students in grades K–5 participate in a traditional in-person instructional model, including:

- Core academic subjects
- Sacred Sciences
- Enrichment and SEL integration
- Collaborative classroom learning

6–12 Hybrid Learning Model

Desert Crescent Preparatory Academy offers a hybrid instructional model for grades 6–12 designed to provide academic flexibility while maintaining a strong in-person community, supervision, and faith development.

Program Structure

The hybrid model combines:

- Online delivery of core academic coursework
- In-person Sacred Sciences instruction
- On-campus supervised learning sessions

Students attend campus according to the hybrid schedule and participate in both virtual and face-to-face learning experiences.

Core Academic Instruction

Core subjects (English Language Arts, Mathematics, Science, and Social Studies) are delivered through approved online curriculum platforms.

Students complete coursework:

- During scheduled on-campus learning blocks
- In a structured classroom environment
- With supervision and academic support available

This approach promotes independence while ensuring accountability and academic progress.

Supervised Learning Environment

While completing online coursework on campus, students are supported by a designated paraprofessional who provides:

- Guidance with organization and task completion
- Clarification of instructions
- Monitoring of engagement and productivity
- Academic encouragement and support

Paraprofessionals serve as learning facilitators and do not replace certified instructional staff.

Sacred Sciences In-Person Instruction

Sacred Sciences courses are delivered in person and form a central component of the DCPA educational experience.

Courses may include:

- Qur'an studies
- Islamic studies
- Arabic language
- Character development and tarbiyah
- Community discussion and reflection

These courses foster spiritual growth, identity development, and peer connection.

Hybrid Student Expectations

Students enrolled in the hybrid program are expected to:

- Engage actively in online coursework
- Maintain assignment completion
- Demonstrate appropriate behavior
- Participate respectfully in Sacred Sciences classes

Family Partnership in Hybrid Learning

Families support hybrid success by:

- Monitoring student progress
- Supporting organization and time management
- Communicating with school staff
- Reinforcing attendance expectations

Academic Accountability

Student progress is monitored through:

- Online platform data
- Assignment completion tracking
- Instructor feedback
- Progress reporting

Students not demonstrating adequate progress may receive intervention support.

School Schedule

Daily hours and hybrid schedules will be communicated annually.

Students must be supervised while on campus.

Arrival & Dismissal

Students must follow established arrival and pickup procedures and will only be released to authorized individuals.

Arrival

Student arrival starts at 7:30 am. Please do not drop students off prior to 7:30 am as we will not have staff coverage for students before that time.

Dismissal

Student dismissal will begin at 3:30 pm. Students will be assigned a family number and called to the pick-up line at dismissal time. Please do not get out of your car in the pick-up line as this will cause delays in releasing students to go home. Students still on campus will be moved to the after-school care area, and parents will be required to go in and sign them out. Additional fees may occur for students not picked up by 4 pm.

Attendance Expectations

Regular attendance is essential for student success. At Desert Crescent Preparatory Academy, we expect students to attend school consistently, arrive on time, and remain present and engaged throughout the school day.

Strong attendance supports:

- Academic achievement
- Positive habits and responsibility
- Classroom community and relationships

Students are expected to:

- Attend school Monday–Thursday each week.
- Arrive on time and prepared for learning
- Remain in school for the full instructional day
- Minimize absences and early departures

Fridays are reserved for:

- Teacher professional development
- Intervention and support (as assigned)
- Enrichment opportunities (as offered)

Students are considered tardy if they arrive after the official start time.

- Excessive tardiness disrupts learning
- Repeated tardies may result in intervention or administrative follow-up

Absences

Excused Absences may include:

- Illness
- Medical appointments
- Religious observances
- Family emergencies

Unexcused Absences include:

- Vacations during school days
- Missing school without parent notification
- Oversleeping or transportation issues

Reporting an Absence

Parents/guardians must notify the school: dcpa.admin@gmail.com

Please include:

- Student name
- Grade level
- Reason for absence

Attendance Monitoring

The school will monitor attendance patterns to ensure student success.

- Parents may be contacted regarding attendance concerns
- Students with excessive absences may be required to participate in intervention plans
- Students with more than 10 unexcused absences may be subject to retention review or additional academic support interventions.

Excessive Absences

Students with excessive absences may:

- Fall behind academically
- Be required to complete make-up work
- Participate in attendance improvement plans

Early Pick-Up

Early dismissal should be limited to necessary situations.

- Frequent early pick-ups disrupt instruction
- Parents must sign students out through the front office

Family Partnership

Families play a critical role in student attendance.

We ask parents to:

- Schedule appointments outside school hours when possible
- Ensure students arrive on time daily
- Communicate proactively with the school

Communication with Families

Desert Crescent Preparatory Academy values strong partnerships with families. Clear, timely, and respectful communication is essential to supporting student success and building a positive school community.

We are committed to keeping families informed and engaged in their child's educational experience.

Communication Methods

The school will communicate with families through:

- Email (primary method of communication)
- School-wide announcements and newsletters
- Parent meetings and events
- Phone calls when necessary

Families are expected to regularly check their email for important updates.

Contact Information

For general questions or support, families may contact the school at: dcpa.admin@gmail.com

Staff members may also communicate directly with families regarding classroom updates or student progress.

Response Time Expectations

We strive to respond to all family communication in a timely manner:

- Emails and messages will typically be returned within 24–48 business hours
- Communication received outside of school hours will be addressed during the next school day

Teacher Communication

Teachers will:

- Provide regular updates on classroom learning
- Communicate student progress and concerns
- Respond to parent inquiries in a timely and professional manner

Parents are encouraged to reach out to teachers with questions or concerns regarding their child.

Addressing Concerns

If a concern arises, we encourage the following steps:

1. Contact the classroom teacher first
2. If unresolved, contact the school administration
3. Schedule a meeting if needed

Our goal is to resolve concerns respectfully and efficiently.

Communication Expectations

We ask all members of our school community to:

- Communicate respectfully and professionally
- Use appropriate channels for concerns
- Work collaboratively to support students
- Maintain confidentiality when discussing student matters

Social Media & Public Concerns

Families are expected to address concerns directly with the school rather than posting complaints on social media. This ensures concerns are handled appropriately and respectfully.

Meetings & Conferences

The school will offer:

- Scheduled parent-teacher conferences
- Meetings upon request
- School information sessions

Appointments should be scheduled in advance.

Family Engagement

We encourage families to:

- Attend school events
- Participate in meetings and workshops
- Stay engaged in their child's learning

Academic Program

Desert Crescent Preparatory Academy is committed to providing a rigorous, well-rounded academic program that develops students who:

- Love learning
- Think critically and independently
- Demonstrate strong academic skills
- Are prepared for advanced studies
- Uphold strong character and Islamic values

Desert Crescent Preparatory Academy serves students in Kindergarten through Grade 12, offering a structured and engaging academic experience that balances:

- Core academic subjects
- Islamic studies and character development
- College and career readiness

Elementary Program (K–5)

The elementary program focuses on building strong academic foundations and developing a love of learning.

Core Areas of Instruction:

- English Language Arts (ELA) – reading, writing, and language development
- Mathematics – number sense, problem-solving, and reasoning
- Science – hands-on exploration and inquiry
- Social Studies – history, geography, and community awareness

Key Features:

- Structured daily routines
- Small, supportive classroom environments
- Focus on foundational skills and habits
- Integration of character development and Islamic values

Secondary Program (6–12)

The secondary program is designed to prepare students for college and future success through a flexible and rigorous academic model.

Hybrid Learning Model:

Students participate in a blended learning environment that includes:

Core Academic Instruction

- Computer-based coursework in:
 - English Language Arts
 - Mathematics
 - Science
 - Social Studies
- On-site support from instructional staff and paraprofessionals
- Opportunities for individualized pacing and targeted support

Sacred Sciences & In-Person Learning

- Islamic studies
- Character and leadership development
- Discussion-based and collaborative learning

Islamic Studies & Character Development

Islamic education is a core part of the school's academic program.

Students will:

- Study foundational Islamic knowledge
- Develop strong moral character
- Practice respect, responsibility, and integrity
- Engage in reflection and community-building

Islamic values are integrated into daily learning and school culture.

Homework & Independent Practice

Homework is assigned to:

- Reinforce learning
- Build responsibility and time management
- Provide additional practice when needed

Homework expectations will be developmentally appropriate and communicated by teachers.

Grading Policy

Grades are used to communicate student progress toward academic standards and learning goals. At Desert Crescent Preparatory Academy, grading is designed to:

- Reflect mastery of content and skills
- Provide meaningful feedback to students and families
- Support student growth and accountability

Grading Scale

The following grading scale will be used for Grades 3–12:

Grade	Percentage	Description
A	90–100%	Excellent mastery
B	80–89%	Strong understanding
C	70–79%	Satisfactory progress
D	60–69%	Limited understanding
F	Below 60%	Insufficient progress

Primary Grades (K–2)

Students in Kindergarten through Grade 2 will receive ****standards-based progress reports**** instead of letter grades.

Performance levels may include:

- **Exceeds Expectations**
- **Meets Expectations**
- **Developing**
- **Beginning**

Grade Categories (3–12)

Grades may be based on a combination of:

- Classwork and participation
- Assignments and projects
- Quizzes and assessments
- Homework (as assigned)

Teachers will communicate specific grading breakdowns at the beginning of the school year.

Mastery & Expectations

Students are expected to demonstrate consistent effort and progress toward mastery of grade-level standards.

- Grades reflect **academic performance**, not behavior
- Work should be completed on time and to the best of the student's ability
- Students are encouraged to seek help when needed

Late Work Policy

- Late work may be accepted at the teacher's discretion
- A reduction in credit may apply for late submissions
- Extended deadlines may be provided in certain situations

Make-Up Work

Students are responsible for completing missed assignments due to absences.

- Make-up work should be completed within a reasonable timeframe
- Teachers will provide guidance and expectations for completion

Progress Reports & Report Cards

Families will receive regular updates on student progress, including:

- Progress reports during the quarter
- Report cards at the end of each grading period

Teachers may also communicate concerns or updates as needed.

Academic Concerns

If a student is experiencing academic difficulty:

- Teachers will communicate with families
- Additional support or intervention may be provided
- Students may be required to attend extra support sessions

Promotion & Advancement

Student promotion to the next grade level is based on:

- Academic performance
- Completion of required coursework
- Teacher and administrative review

Students who do not meet expectations may be required to:

- Participate in intervention programs
- Complete additional work
- Be considered for retention (if necessary)

Family Partnership

Families play an important role in supporting academic success. Parents are encouraged to:

- Monitor student progress
- Review assignments and grades
- Communicate with teachers
- Support consistent study habits

Behavior Expectations

Students are expected to demonstrate Islamic manners, respect others, maintain safety, and follow school expectations.

Positive Behavior Approach

DCPA emphasizes modeling Islamic character, setting expectations, promoting reflection, and offering positive recognition.

Discipline Philosophy

Responses may include redirection, reflection, restorative conversation, parent communication, behavioral contract, or suspension when necessary.

Behavior Matrix for DCPA

Setting	Faith (Respect)	Knowledge (Responsibility)	Excellence (Safety & Integrity)
Classroom	Listen, speak kindly	Be ready, do your work	Stay focused, be honest
Hallways	Respect space, stay quiet	Go straight to class	Walk, follow rules
Prayer Area	Be quiet, show respect	Be on time	Pray with focus

Cafeteria	Use manners	Clean up after yourself	Sit properly, make good choices
Playground	Include others, be kind	Follow rules	Play safe and fair
Restrooms	Respect privacy	Use time wisely	Keep clean, wash hands
Arrival/Dismissal	Respect adults	Be on time	Follow safety rules
Technology	Communicate respectfully	Use for learning	Make good choices online

Anti-Bullying Commitment

Desert Crescent Preparatory Academy is committed to providing a safe, respectful, and inclusive learning environment for all students. Bullying in any form is not acceptable and is taken seriously.

We believe every student has the right to feel:

- Safe
- Respected
- Valued
- Supported

What Is Bullying?

Bullying is behavior that is intentional and repeated, or severe, that harms another student physically, emotionally, or socially.

Bullying may include:

- Physical: hitting, pushing, or damaging property
- Verbal: name-calling, teasing, or threats
- Social: exclusion, rumors, or embarrassment
- Cyber: harmful messages or online behavior

Our School Values

As a school grounded in Islamic values, we expect students to:

- Treat others with kindness and respect
- Speak with honesty and integrity
- Support and include others
- Take responsibility for their actions

Student Commitment

Students at Desert Crescent Preparatory Academy agree to:

- Show respect to all classmates
- Stand up against bullying
- Report bullying to a trusted adult
- Use words and actions that reflect good character

Family Commitment

Families agree to:

- Support school expectations regarding respectful behavior
- Encourage children to report concerns
- Communicate with the school when issues arise
- Partner with the school to resolve concerns

School Commitment

The school will:

- Respond promptly to reports of bullying
- Investigate concerns fairly and respectfully
- Support students involved
- Use restorative practices when appropriate
- Maintain a safe and structured environment

Reporting Bullying

Students and families are encouraged to report concerns to:

- A teacher
- School administration
- dcpa.admin@gmail.com

All reports will be taken seriously.

Retaliation Prohibited

Retaliation against any student who reports bullying or participates in an investigation is strictly prohibited.

Consequences

Bullying behavior may result in:

- Restorative conversations
- Parent communication
- Behavior plans
- Disciplinary action when necessary

Our Goal

- Our goal is to build a school where:
- Students feel safe and supported
- Kindness is the standard
- Differences are respected
- Strong character is developed

Dress Code

The dress code at Desert Crescent Preparatory Academy reflects our commitment to modesty, respect, and a focused learning environment. Students are expected to dress in a way that aligns with Islamic values and promotes a positive school culture.

General Expectations

All students are expected to:

- Dress modestly and appropriately for a school setting
- Wear clean, neat, and well-fitting clothing
- Avoid clothing that is distracting, inappropriate, or inconsistent with school values
- Follow dress code expectations during all school hours and school events

Modesty Guidelines

Clothing should:

- Cover the shoulders, chest, and midsection
- Be loose-fitting and not overly tight
- Be of appropriate length (no above-the-knee shorts or skirts)
- Avoid sheer or see-through materials

Girls' Dress Code

Approved Tops

- Long-sleeve uniform polos or shirts
- Tunic-style uniform tops
- Sweaters or cardigans in approved colors

Expectations

- **Grades K–5**
 - Tops should provide modest coverage appropriate for elementary students
- **Grades 6–12**
 - Tops must extend to the top of the knee
 - Clothing should not be form-fitting or transparent
 - Sleeves should extend to the wrists whenever possible

Approved Bottoms

- Uniform pants
- Long skirts
- Loose-fitting uniform dresses with approved leggings/pants underneath

Expectations

- Skirts and dresses must be ankle length
- Clothing should remain loose-fitting and modest

Hijab Expectations

- Hijab is encouraged for girls in grades K–5 and required for female students in grades 6–12 as part of the school's modesty expectations and Islamic identity standards.

Expectations

- Hijabs should be neat and school-appropriate
- Head coverings should align with the overall uniform appearance and school expectations

Boys' Dress Code

Approved Tops

- Polo shirts
- Button-up shirts
- Long-sleeve uniform shirts
- Sweaters or quarter-zips in approved colors

Expectations

- Shirts must be neat and appropriately sized
- Undershirts should be solid neutral colors
- Clothing should not be excessively tight or oversized
- Tops for students in grades 6–12 must extend to the top of the knee to support modesty expectations

Approved Bottoms

- Uniform pants
- Modest jogger-style uniform pants (if approved by administration)

Expectations

- Pants must fit appropriately at the waist
- No ripped, distressed, or tight-fitting pants
- Shorts are not permitted unless specifically approved for athletics or special events

Prohibited Attire

Students may not wear:

- Clothing with inappropriate language or images
- Clothing that promotes violence or inappropriate content
- Torn, ripped, or excessively distressed clothing
- Pajamas or sleepwear
- Hats or head coverings (except for religious purposes)

Footwear

- Students must wear closed-toe shoes for safety
- Shoes should be appropriate for school activities

Physical Education

Students may be required to wear:

- Modest athletic clothing
- Appropriate footwear for physical activity

Special Dress Days

The school may designate special dress days or spirit days. All attire must still align with general modesty expectations.

Dress Code Violations

If a student is not in compliance:

- The student may be asked to adjust clothing (if possible)
- Parents may be contacted
- Repeated violations may result in further action

Family Partnership

Families are expected to support the school dress code by ensuring students arrive appropriately dressed each day.



Technology Expectations

Technology is an important part of learning at Desert Crescent Preparatory Academy, especially within our secondary hybrid program. The purpose of technology use is to support academic growth, enhance learning, and develop responsible digital habits.

Students are expected to use all technology in a way that reflects respect, responsibility, and integrity.

Acceptable Use

Students may use school technology for:

- Completing academic assignments
- Accessing educational platforms and resources
- Conducting research
- Participating in teacher-directed activities

All technology use must be school-appropriate and aligned with learning goals.

Prohibited Use

Students may not:

- Access inappropriate or non-educational content
- Use technology for gaming or entertainment during instructional time
- Send or share harmful, disrespectful, or inappropriate messages
- Record, photograph, or share others without permission
- Attempt to bypass school filters or security settings

Personal Devices

Personal devices (phones, tablets, smartwatches, etc.) must follow school guidelines:

- Devices must be off and out of sight during instructional time unless permitted by a teacher
- Unauthorized use may result in confiscation
- The school is not responsible for lost, stolen, or damaged personal devices

Internet Safety

Students are expected to:

- Use the internet responsibly and safely
- Protect personal information
- Report any unsafe or inappropriate online content to a staff member

Digital Communication

All digital communication must reflect school expectations:

- Use respectful and appropriate language
- Avoid negative or harmful interactions
- Follow the same expectations as in-person behavior

Cyberbullying

Cyberbullying is strictly prohibited and may result in disciplinary action.

The school may respond to off-campus online behavior if it:

- Impacts student safety
- Disrupts the school environment
- Affects relationships within the school community

School Devices

If students are issued school devices:

- Devices must be used responsibly
- Students are expected to take care of all equipment
- Any damage or misuse must be reported immediately

Privacy & Security

Students must:

- Keep login information private
- Use only their assigned accounts
- Log out of shared devices

Consequences for Misuse

Failure to follow technology expectations may result in:

- Loss of technology privileges
- Parent communication
- Disciplinary action

Health & Safety

Students should remain home when ill. Medication requires documentation. Safety drills occur regularly.

Prayer & Religious Practice

Students will have opportunities for daily prayer, Jumu'ah participation, and Islamic programming.

Food & Nutrition

Families should provide halal meals and snacks where applicable.

Visitors & Volunteers

All visitors must check in. Volunteers may require screening.

Field Trips

Field trips extend learning experiences and require permission.

Student Records & Privacy

Student records are confidential.

Family Partnership Expectations

Families are expected to support attendance, behavior expectations, communication, and hybrid participation.

Concern Resolution Process

1. Contact teacher
2. Contact administration
3. Submit formal concern

Handbook Updates

DCPA reserves the right to revise policies as needed.

Acknowledgment of Receipt

I acknowledge receipt and review of the Desert Crescent Preparatory Academy Student & Family Handbook.

Student Name: _____

Parent/Guardian Name: _____

Signature: _____ Date: _____